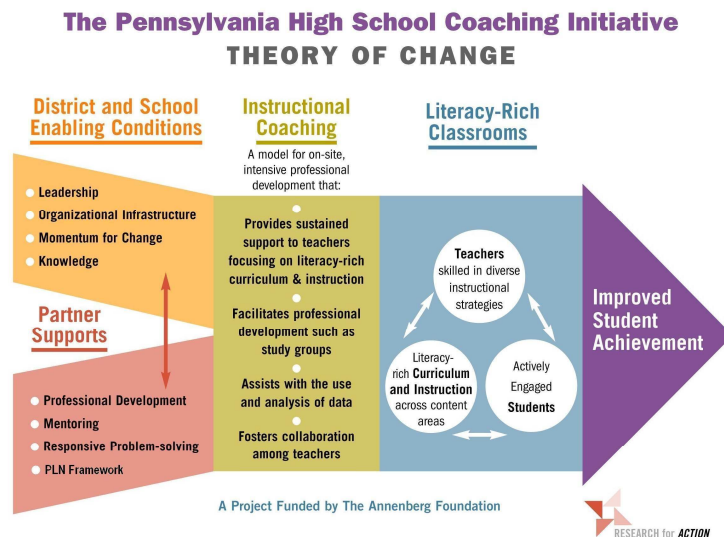


PAHSCI's Theory of Change

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A program's theory of change explains the rationale for the program components and predicts the programs' desired outcomes. PAHSCI's theory of change identifies the enabling conditions, partner supports, aspects of instructional coaching, and components of literacy-rich classrooms which will lead to improved student achievement and strengthen students' literacy.

All of the enabling conditions listed in the model help to build the capacity of a school or district to fully implement the Initiative. PAHSCI stresses the importance of leadership development across school roles and requires administrators' participation in PAHSCI training and networking events.

A distinctive feature of PAHSCI is that coaches focus on particular content: the Pennsylvania Literacy Network (PLN) framework. The PLN framework supplies participants with a shared language for talking about instruction and student learning, thus helping to build collaborative professional learning communities.

Another distinctive feature of PAHSCI is mentoring. Foundations, Inc. provides leadership and content mentors who visit districts and provide training to coaches and school leaders in instructional coaching and also facilitate other opportunities for school-based educators to reflect upon and refine their instructional practice.

Instructional coaches help to implement the PLN framework by providing many forms of

professional development. They work one-on-one with teachers in their classrooms, modeling lessons, and conducting structured classroom visitations. Coaches also work with groups of teachers, planning and facilitating whole faculty training sessions, focused on the PLN framework and the analysis of student performance data. Coaches work with administrators to integrate coaching into the school culture and provide job-embedded professional development leading to teachers skilled in diverse instructional strategies.

PAHSCI develops classrooms where students are engaged in literacy-rich curriculum and instruction across content areas.

The PAHSCI Theory of Change assumes that supporting teachers to improve their practice is directly linked to strengthening students' engagement and leads to improved student outcomes.

Students attain high levels of literacy, complete high school and are ready for the next steps to their futures.

Research for Action's (RFA) evaluation of PAHSCI employs this theory of change model to examine if instructional coaching supports high school reform and positively influences student achievement through improvements to: School Leadership, Professional Community, and Literacy-Rich Instructional Practices.